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tion of objective and analytic methods of teaching reading. But when we consider such a condition as is indicated by the fact that a majority of the students entering normal schools know no other method of teaching reading than the alphabet method, it is clear that many need to have their eyes opened by just such readable books as this. The rather exaggerated form of statement common to Froebelian writers will probably find an adequate corrective in the conservatism of such formal teachers.

S. C. PARKER

"Riverside Educational Monographs." Edited by HENRY SUZZALLO, of Columbia University. Boston: Houghton, Mifflin & Co., 35 cents each net, postpaid.

Education. An essay and other selections by EMERSON. Pp. 76.

The Meaning of Infancy and the Part Played by Infancy in the Evolution of Man. By FISKE. Pp. 46.

This is an important series which reminds one of the excellent little books published for educational purposes in Europe at little expense. A dozen numbers are announced and it is hoped that there will be sufficient demand for these to justify the extension of the list. The announcement gives six books in general educational theory, two in administration and supervision of schools and four in methods of teaching. In the first group are the two that have already appeared and numbers by President Eliot, Professor Dewey, Commissioner Brown, and the editor. In the other groups Professor Hanus's title is "Continuation Schools;" Professor Cubberly will treat of "Changing Conceptions of Education;" Professor Farrington of "Types of Teaching;" Dr. Earhart of "Teaching Children to Study." The two remaining numbers will be Professor Palmer's "Self-Cultivation in English," and "Ethical and Moral Instruction in Schools."

It will be seen that even this preliminary venture offers a wide range of material appealing to various interests. It is probable that the numbers by Emerson, Fiske, and Dewey will have the widest circulation as the subject-matter contained in these has been used by many teachers who will welcome it in this more convenient form.

The Emerson selections include the essay on "Education," "Culture in Education" from "Culture" in *The Conduct of Life*, "Education for Power" from "Power" in the same volume, and concludes with half a dozen pages on "The Training of Manual Work" from *Man the Reformer*. The Fiske material is from *Excursions of an Evolutionist* and *A Century of Science*.

The editor's introduction to the Fiske number briefly and definitely places the material chosen in its setting in the scientific and democratic movement. The Emerson introduction seems less adequate, but after all none is really needed.

This series is only one of a number of evidences of the new policy of this firm with reference to furnishing a broader range of educational publications, and we have reason to be grateful to those who are responsible for it.

FRANK A. MANNY

KALAMAZOO, MICH.